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ABSTRACT

This report on an educational model termed Harold County, Tappan, which was developed under the 1965 ESEA, is in five parts. Part I, Statistical, gives projections of basic ESEA statistical data. Part II, Narrative, discusses the following: the community--population of the area to be served and its location; statement of need--educational and cultural resources in the area, determination and priority of needs, financial inadequacy of local resources; objectives, general and specific; procedures and activities; emphases; planning; participation of non-public school children; evaluation; dissemination; qualifications of professional personnel; facilities and materials; subcontracting; and, degree of tax effort and ability to meet critical educational needs. Part III, Financial, projects ESEA budgetary information. Part IV, Compliances and Assurances, contains projections of what these would be for the community modeled. Part V, Appendix, includes: a proposal to develop a nongraded organizational plan for the elementary school; and, organizational strategy--a review of related materials and research. [Page F-1 may not be distinctly legible in hard copy reproduction. "Abstracts of research studies" has been deleted from the Appendix due to incomplete pagination.] (JM)

ED042861

AN ORGANIZATIONAL STRATEGIES PROGRAM MODEL

UD010593

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rural isolated schools program

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Atlanta, Georgia 30354

ED042861

AN ORGANIZATIONAL STRATEGY
RURAL ISOLATED SCHOOLS

A MODEL

HAROLD COUNTY, TAPPAN

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PART I - STATISTICAL

OE 4381 (REV 8/67)

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
WASHINGTON D.C. 20202

BUDGET BUREAU NO. 51-R0
APPROVAL EXPIRES 6/30/6

ESEA TITLE III STATISTICAL DATA
Elementary and Secondary Education Act of 1965 (P.L. 89-10)

THIS SPACE FOR U.S.O.E. USE ONLY →	PROJECT NUMBER	VENDOR CODE	COUNTY CODE	REGION CODE	STATE ALLOTMENT

SECTION A - PROJECT INFORMATION

1. REASON FOR SUBMISSION OF THIS FORM *(Check one)*

A ☒ INITIAL APPLICATION FOR TITLE III GRANT
B ☐ RESUBMISSION
C ☐ APPLICATION FOR CONTINUATION GRANT
D ☐ END OF BUDGET PERIOD REPORT

2. IN ALL CASES EXCEPT INITIAL APPLICATION, GIVE OE ASSIGNED PROJECT NUMBER

3. MAJOR DESCRIPTION OF PROJECT: *(Check one only)*

A ☐ INNOVATIVE
B ☐ EXEMPLARY
C ☒ ADAPTIVE

4. TYPE(S) OF ACTIVITY *(Check one or more)*

A ☒ PLANNING OF PROGRAM
B ☐ PLANNING OF CONSTRUCTION
C ☒ CONDUCTING PILOT ACTIVITIES
D ☐ OPERATION OF PROGRAM
E ☐ CONSTRUCTING
F ☐ REMODELING

5. PROJECT TITLE *(5 Words or Less)*

Planning Model for Organizational Strategy

6. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT AND GIVE THE ITEM NUMBER OF THE AREA OF MAJOR EMPHASIS AS LISTED IN SEC. 303, P.L. 89-10. *(See instructions)*

The primary purpose of the project is the selection of an organizational strategy which facillitates the fulfillment of the priority needs of Harold County School children and the major emphasis is on the involvement of the affected and interested parties in that selection.

ITEM NUMBER SEC303(b)(7)

7. NAME OF APPLICANT *(Local Education Agency)*
Harold County Public Schools

8. ADDRESS *(Number, Street, City, State, Zip Code)*
P. O. Box 647
Manor, Tappan 64325

9. NAME OF COUNTY
Harold

10. CONGRESSIONAL DISTRICT
Fourth

11. NAME OF PROJECT DIRECTOR
William D. Jones

12. ADDRESS *(Number, Street, City, State, Zip Code)*
P. O. Box 647
Manor, Tappan 64325

PHONE NUMBER 647-3462
AREA CODE 106

13. NAME OF PERSON AUTHORIZED TO RECEIVE GRANT *(Please type)*
John H. Doe

14. ADDRESS *(Number, Street, City, State, Zip Code)*
P. O. Box 647
Manor, Tappan 64325

PHONE NUMBER 647-3462
AREA CODE 106

15. POSITION OR TITLE
Superintendent Harold County Public Schools

SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT

DATE SUBMITTED
July 5, 1968

SECTION A – Continued

16. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED

17A. TOTAL NUMBER OF COUNTIES SERVED ____________

B. TOTAL NUMBER OF LEA'S SERVED ____________

C. TOTAL ESTIMATED POPULATION IN GEOGRAPHIC AREA SERVED 100,000

18. LATEST AVERAGE PER PUPIL ADA EXPENDITURE OF LOCAL EDUCATION AGENCIES SERVED

$ 281

SECTION B – TITLE III BUDGET SUMMARY FOR PROJECT (Include amount from item 2c below)

1.		PREVIOUS OE GRANT NUMBER	BEGINNING DATE *(Month, Year)*	ENDING DATE *(Month, Year)*	FUNDS REQUESTED
A.	Initial Application or Resubmission		7-1-68	6-30-69	$47,348
B.	Application for First Continuation Grant		7-1-68	6-30-68	68,372
C.	Application for Second Continuation Grant		7-1-68	6-30-68	68,372
D.	Total Title III Funds				
E.	End of Budget Period Report				

2. *Complete the following items only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.*

A *Type of function (Check applicable boxes)*

1 ☐ REMODELING OF FACILITIES
2 ☐ LEASING OF FACILITIES
3 ☐ ACQUISITION OF FACILITIE
4 ☐ CONSTRUCTION OF FACILITIES
5 ☐ ACQUISITION OF BUILT-IN EQUIPMENT

B 1. TOTAL SQUARE FEET IN THE PROPOSED FACILITY ____________

2. TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS ____________

C AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY

$____________

SECTION C – SCHOOL ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

1.			PRE-KINDERGARTEN	KINDERGARTEN	GRADES 1 - 6	GRADES 7 - 12	ADULT	OTHER	TOTALS	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING FOR PROJECT
A	School Enrollment in Geographic Area Served	(1) Public								
		(2) Non-public								
B	Persons Served by Project	(1) Public								
		(2) Non-public								
		(3) Not Enrolled								
C	Additional Persons Needing Service	(1) Public								
		(2) Non-public								
		(3) Not Enrolled								

2.		WHITE	NEGRO	AMERICAN INDIAN	OTHER NON-WHITE	TOTAL
	TOTAL NUMBER OF PARTICIPANTS BY RACE *(Applicable to figures given in item IB above)*					

*

SECTION C - continued

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY	NON-CENTRAL CITY	OTHER URBAN
PERCENT OF TOTAL NUMBER SERVED	68	20			12

SECTION D - PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

1. PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION				3		
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1-6						
(4) GRADES 7-12						
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL						
E. ALL NON-PROFSSIONAL						

F. FOR ALL CONSULTANTS PAID BY TITLE III FUNDS → (1.) TOTAL NUMBER RETAINED 11 (2.) TOTAL CALENDAR DAYS RETAINED 44

2. PERSONNEL NOT PAID BY TITLE III FUNDS

TYPE OF UNPAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION		5	1.0			
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1 TO 6		21	4.2			
(4) GRADES 7-12		15	3.2			
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL						
E. ALL NON-PROFESSIONAL		5	1.0			

F. FOR ALL CONSULTANTS NOT PAID BY TITLE III FUNDS → (1.) TOTAL NUMBER RETAINED 6 (2.) TOTAL CALENDAR DAYS RETAINED 24

SECTION E - NUMBER OF PERSONS SERVED OR TO BE SERVED AND ESTIMATED COST DISTRIBUTION

	MAJOR PROGRAM OR SERVICES	TOTAL NUMBER SERVED OR TO BE SERVED						NONPUBLIC SCHOOL PUPILS INCLUDED (7)	ESTIMATED COST (8.
		PRE-K (1)	K (2)	1-6 (3)	7-12 (4)	ADULT (5)	OTHER (6)		
1.	EVALUATIVE PROGRAMS								
A	Deficiency Survey (Area Needs)								
B	Curriculum Requirements Study (Including Planning for Future Need)	145	125	1,085	569	63			47,348
C	Resource Availability and Utilization Studies								
2.	INSTRUCTION AND/OR ENRICHMENT								
A	Arts (Music, Theater, Graphics, Etc.)								
B	Foreign Languages								
C	Language Arts (English Improvement)								
D	Remedial Reading								
E	Mathematics								
F	Science								
G	Social Studies/Humanities								
H	Physical Fitness/Recreation								
I	Vocational/Industrial Arts								
J	Special-Physically Handicapped								
K	Special-Mentally Retarded								
L	Special-Disturbed (Incl. Delinquent)								
M	Special-Dropout								
N	Special-Minority Groups								
3.	INSTRUCTION ADDENDA								
A	Educational TV/Radio								
B	Audio-Visual Aids								
C	Demonstration/Learning Centers								
D	Library Facilities								
E	Material and/or Service Centers								
F	Data Processing								
4.	PERSONAL SERVICES								
A	Medical/Dental								
B	Social/Psychological								
5.	OTHER								

PART II - NARRATIVE

ABSTRACT

The Harold County Public Schools,(the name of a hypothetical model) a rural-isolated county school system, having seventy-three (73) percent Negro pupils, requests a grant of $50,000 to help finance the first year of a three-year educational improvement program. The objectives are:

1. The adoption of an organizational strategy of the non-graded school to increase the fulfillment of priority needs of the children in Harold County Schools. The assessment of the degree of success of the non-graded organizational strategy for learning will be made by the degree with which it facilitates the fulfillment of the priority needs as demonstrated through the general level of achievement of children on the cognitive, affective and psycho-motor levels of response.

2. The development of a planning pattern or method by which other strategies may be selected and operated. The assessment and degree of success will be made by a survey of school systems which express an interest in using this pattern of selection.

The following steps will be utilized to achieve the objectives:

1. A written philosophy, principles, and major objectives will be developed giving careful attention to what each teacher indidivually and the staff collectively know and/or believe about children, about the teaching-learning process, about curriculum development, about other functions of the school, about community involvement, and many other areas. The objectives of the school will be stated in behavioral terms. Philosophy, principles, and objectives will be reassessed in view of changed attitudes and new findings.

2. The present school program will be assessed in a written statement in view of our stated philosophy and objectives. Major strengths and weaknesses of the program will be identified. The school will identify major problems faced and assign priorities ranked in order of feasibility.

3. A documented review of research and current thinking on elementary school organizational patterns will be made. A comparison of the advantages and disadvantages of the different types of organizational patterns will be made. Promising practices in the areas of team-teaching, cooperative teaching, individualization of instruction, grouping practices, procedures, and methods of evaluating and reporting potential success in each of the organizational patterns will be comparatively analyzed and recorded.

The central emphasis of this project will be toward the involvement of interested and affected persons. The essential aspect of the planning program is the development of a bank of data from which the decisions must be made. Thus, a vital factor is the documentation of the information in the data bank. This point is also emphasized in the procedures.

I. THE COMMUNITY

A. The population of the state of Tappan is 2,300,000. Approximately 100,000 people live in Harold County, the geographic area to be served by this project. This population represents less than five percent (5%) of the total state population. There are 2,891 school children in this school system, consisting of 2,110 Negro and 781 white students. Thus, approximately seventy-three percent (73%) of the school children are Negro, while only twenty-seven (27%) come from white parents.

Harold County is a county unit school district that is considered to be rural isolated with the economy of the county being mostly agricultural. Sixty-eight percent (68%) of the population is classified as rural farm and twenty percent (20%) as rural non-farm. The median family income is approximately $1,650. Principally due to the serious cultural, economic, and social conditions prevailing in the county, the school system is considered to be very educationally disadvantaged.

Nine attendance centers provide educational programs for the school system. These attendance centers include: (1) two schools, grades eight through twelve, housing 1,100 Negro pupils with 34 teachers; (2) five schools, grades one through seven, housing 900 Negro pupils with 31 teachers; (3) one school, grades one through four, housing 100 Negro pupils with 5 teachers;

and (4) one desegregated school, grades one through twelve, housing 781 white and 10 Negro pupils with 30 white and 1 Negro faculty members.

The legal authority for the school system is vested in an elected school board and in an appointed superintendent of education. At the present time, the school board consists of seven white school board members. It is anticipated that Negro representation on this board may result from the next school board election.

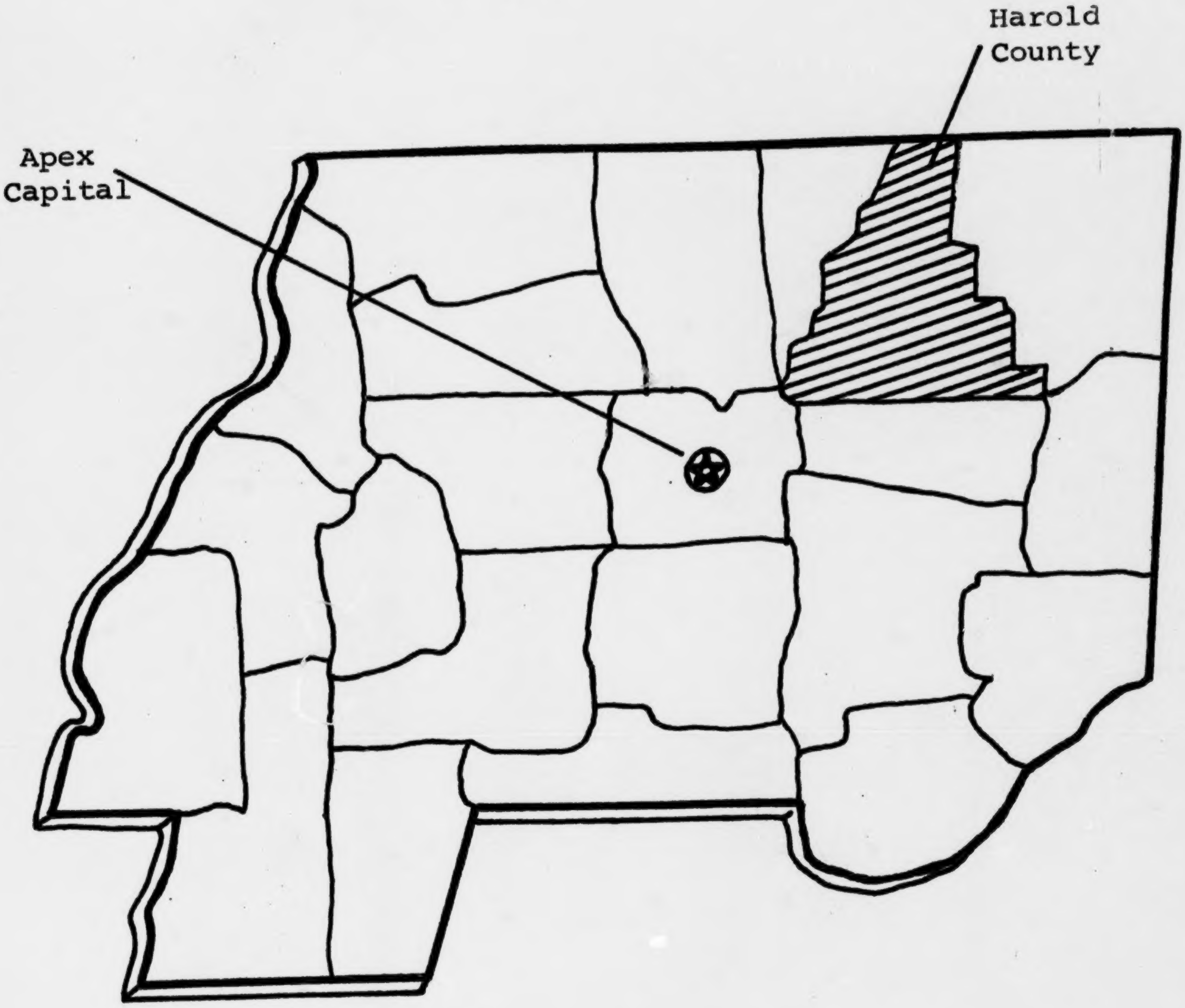
B. On the following page is a map showing Harold County and its geographic location with reference to other counties and major population centers in the State of Tappan. It is recognized but not included here that the following information relative to, (a) economic and occupational picture of the community, (b) population trend for the past ten years and projections, (c) mobility patterns, and (d) spot map, should be secured for Tappan County.

T A P P A N

Outline Map

Showing

Counties


Harold
County
Apex
Capital

II. Statement of Need

A. The county seat for Harold County is located at Manor. The closest large centers of population are Crocket and Socket, approximately 45 miles to the north and south respectively; and Apex, the capital, lies 70 miles to the west. Due to the rural nature of the county and isolation from major cities, few additional educational and cultural facilities and other resources are available to supplement the county school program. A complete resume of the educational and cultural facilities available is as follows:

Educational Resources

1. Higher Education
   Within Harold County there are no institutions of higher education.

2. Junior College
   The Harold Junior College for Negroes serves approximately seventy-five (75%) percent of the community.

3. Private Schools
   Two small private schools are operated in the county. St. Ricks Catholic school enrolls approximately 600 children, grades one through nine. Deering School enrolls approximately 200 pupils in grades one through six only. Both of these non-profit schools are located in Manor.

Cultural Resources

The limited cultural resources are concentrated in the town of Manor. There is one public library. In addition, there is a summer gallery of art, a small municipal zoo, and a motion picture theater.

The county does not have a civic auditorium, any local, state, or national parks, a symphony orchestra, other organized musical groups, or theater groups; and at the present time there are no cultural enrichment centers being proposed in or for this county. Unfortunately, most of the rural areas do not have electricity. Consequently, the homes generally do not have television or radio.

B. Since the enactment of the Civil Rights legislation, there has been an accelerated and continuing trend toward desegregation of schools. A considerable amount of improvement in educational programs is obvious in many schools recently desegregated; however, there are approximately 242 school systems in the southern states with Negro pupil enrollments in excess of 60 percent where little, if any progress is evident. These schools are judged by many to be substandard in their instructional programs; and the fact of desegregation has not materially resulted in changes in curriculum or improvements in instruction.

The Division of Equal Educational Opportunities, United States Office of Education (USOE), recently instigated a study of six local school systems: two in Mississippi, two in Georgia, and two in South Carolina. The study was conducted by the University of Miami in cooperation with six other major state universities. The purpose of this study was to identify and describe clearly the educational problems existing in schools with more than 60 percent Negro populations. The assumption was made that the problems identified in the six local school systems would be similar to those which generally exist to a large degree in all of the 242 school systems in target states.

Statistics compiled by a special study and other information derived by a later task force team, which met with the county staff of the Harold County School District, revealed that this school system was comparable to the six systems studied by USOE in that it is highly educationally disadvantaged; extremely financially limited; and faces the following needs which are acute:

Priority	Needs
1.	More money for all phases of school programs
2.	High quality in-service training programs for faculty members
3.	Preschool training
4.	Communications skills development
5.	Upgrading of reading ability throughout the system
6.	Follow-through programs
7.	Application of modern teaching techniques--such as team teaching, nongrading, flexible scheduling, and use of new types of instructional equipment
8.	Programs for dropouts
9.	Desegregation of students and faculties
10.	Better interpersonal relationships between staff members of both races, between teachers and pupils, and between staff members and community groups
11.	Elementary science program development
12.	Linguistic language development.

The general level of educational attainment is very low in Harold County. The median grade completed for the total population of persons over 25 years of age is 7.1. The median grade completed for the rural population for persons over 25 years of age is 6.8, and the median grade completed for the non-white population for persons over 25 years is 5.3.*

According to the Annual Report of the Tappan State Superintendent of Education, the calculated school dropout rate for Harold County averaged over the past three (3) years is 71.4%. This school dropout rate is directly related to the success or failure of pupils in school.

The following is a description of the educationally deprived children who constitute the major portion of Harold County's educational problem:

1. Achievement in all subject areas significantly below grade level
2. Poor performance on all standardized tests of mental ability
3. Low level in non-verbal functioning
4. Low level in verbal functioning with wise use of non-standard English
5. Negative self image
6. Negative attitude toward school and education
7. Low vocational and educational aspiration levels

---

*This information was taken from the Annual Report of the Tappan State Superintendent of Education for 1966-67.

8. Expectation of school failure
9. Emotional and social instability
10. High dropout rate
11. Poor health
12. High absentee rate
13. Malnutrition.

The county has attempted to cope with these problems in recent years through the allocation of Title I, ESEA, funds for the purpose of obtaining additional materials, equipment, and other supplementary items that can be used to improve instruction in the communication skills. In addition, the county has participated in "Head Start" preschool activities in an effort to increase the readiness of new first grade students. Neither of these approaches has had any measurable lasting effect upon pupil progress to date. A majority of the children still need remedial instruction by the time they enter the second grade, but there is little opportunity for such a program at the present time.

Members of the Harold County Board of Public Instruction, being convinced that the traditional educational practices will not prepare the pupils adequately either for education on a higher level or for assuming their roles in American society, are determined to apply innovative educational practices, based upon sound practical judgment and basic research, to improve the instructional program. It is their intention to implement those programs which appear to promise the greatest and most rapid increases in pupil achievement. Assistance and leadership from the Southeastern Education Laboratory and other cooperating federal agencies will help to assure that this county's new programs will be logically selected, implemented, and evaluated.

There is an indication that the amelioration of these needs will bring about a more normal rate of achievement and learning and will bring about a greater interest by the child in learning and school. Consequently, the facilitation of the fulfillment of programs directed toward alleviating the problems caused by the aforementioned needs will be enhanced by the adoption of an organizational strategy for learning that has been carefully planned.

C. Educational deficiencies and problems in the Harold County Schools include lack of financing, certified but poorly qualified teachers, and lack of materials and equipment. The community is extremely rural with a very low median family income of approximately $1,650. The per pupil expenditure in this district is $281, which is approximately 83 percent of the state average of $339.

The anticipated 1967-68 revenue from local taxation is $1,735,120, while, state funds have been calculated to be $5,912,320. Thus, approximately 71 percent of the school system's operating budget will come from state sources.

Tappan state law provides for a legal maximum of 25 mills that may be taxed at the local level for school purposes. Since the Harold County board is already utilizing the entire 25 mills, it cannot increase its local tax effort through its own authority. Property in this county is assessed at 23 percent of true value. A complete breakdown of assessed valuation and tax rate for school operations are as follows:

1. Assessed valuation of taxable property

Real Estate	$57,559,200
Personal Property	18,400,450
Public Service Corporation	7,564,920
Total Assessed Valuation	$13,524,620

2. Tax Rate for Current Operation

Minimum Program Level	$	5.00
District Maintenance Levy	$	18.00
Total Levy	$	25.00
Tax Rate for School Bonds	$	5.75

In summary, since this school system is already assessing property at the maximum millage rate, it would be impossible for this program to be financed without federal (or foundation) funds. This school district will, however, provide maximum in-kind services and in-kind facilities which will be needed to supplement the efforts made available through federal funding. The funds currently available in this county are being applied to the support of existing services. It is only through the regional coordination provided by the Southeastern Education Laboratory, through the summer institutes to be conducted by the University of Brewster, utilizing NDEA funds, and through other funds requested by this ESEA Title III application that such a program of improvement can be implemented.

III. Objectives

A variety of organizational strategies for learning have been developed for elementary schools. Generally, and by comparison to secondary schools, elementary schools have a child-centered perspective; however, the primary division (i.e. K-3) is generally a developmental-activity type program in which subject matter lines are indistinct, while the upper division (i.e. 4-6 or 8) uses materials in broadly correlated fields or in a departmentalized fashion. The movement from the primary (psychological order) to the upper (logical order) division is seldom smooth and there are evidences that many children come to care less for school at this time, which is a fact that contributes to the continuing debate on organizational strategies for curriculum organization.

A major problem for schools has been the selection of the most appropriate organizational strategy for their school which will meet the priority needs of their children while utilizing the existing and projected resources in the most efficient and effective manner; consequently, the method of selection, adoption and the mechanics of the operation of the organizational strategy is almost as important as the type of program selected. Thus the problem to which this prototype project is directed is not only how one organizational curriculum strategy may be utilized, but the outline of a method and a synopsis of other organizational strategies which may be selected and operated as projects.

The objectives of this project become:

1. The adoption of an organizational strategy of the non-graded school to increase the fulfillment of priority needs of the children in Harold County Schools. The assessment of the degree of success of the non-graded organizational strategy for learning will be made by the degree with which it facilitates the fulfillment of the priority needs as demonstrated through the general level of achievement of children on the cognitive, affective and psycho-motor levels of response.

2. The development of a planning pattern or method by which other strategies may be selected and operated. The assessment and degree of success will be made by a survey of school systems which express an interest in using this pattern of selection.

IV. Procedures

A. The activities and procedures to be used in meeting objectives are:

1. A written philosophy, principles, and major objectives will be developed giving careful attention to what each teacher individually and the staff collectively know and/or believe about children, about the teaching-learning process, about curriculum development, about other functions of the school, about community involvement, and many other areas. The objectives of the school will be stated in behavioral terms. Philosophy, principles and objectives will be reassessed in view of changed attitudes, and new findings.
2. The present school program will be assessed in a written statement in view of our stated philosophy and objectives. Major strengths and weaknesses of the program will be identified. The school will identify major problems faced and assign priorities ranked in order of feasibility.
3. A documented review of research and current thinking on elementary school organizational patterns will be made. A comparison of the

advantages and disadvantages of the different types of organizational patters will be made. Promising practices in the areas of team teaching, cooperative teaching, individualization of instruction, grouping practices and procedures and methods of evaluating and reporting to a potential success in each of the organizational patters will be comparatively analyzed and recorded.

At this point the staff will make a selection of an organizational pattern commensurate with the stated aims and objectives of the school. The nongraded organizational pattern was chosen for exemplification and the following questions are raised:

1. Do we have clear statements of our instructional objectives organized in a realistic sequence covering the entire span of our program?
2. Do we have a sufficient variety of instructional materials on different levels of sophistication so that each teacher can adjust instruction to range of ability found in each classroom?
3. Are we able to move toward greater individualization of instruction so that pupils can actually progress at individual rates?
4. Are we willing to use grouping practices that are flexible enough to allow easy movement from group to group within a class, or from class to class within a school?

5. Do we have evaluation devices based on our instructional objectives that will provide clear evidence of pupil attainments and facilitate our decisions on grouping and progress?

6. Are we sufficiently committed to that educational shibboleth, recognizing individual differences, to do something about the differences we have so long recognized?

B. The following planning pattern is projected for the operation of a nongraded or other organizational pattern commensurate with the stated aims and objectives and in terms of appropriateness for this school.

1. An orientation program will be held for parents and interested community leaders; so that the community will understand the concept of the (nongraded) organization. Ways will be determined in which to involve community members in development of the program. The community will be kept apprised of developments in the new program.

2. The staff will be organized in such a way as to provide for continous orientation for new members and for continous involvement of staff members in the planning and development of the program.

3. A continuous program of in-service education, formal and informal, for teachers will be initiated. Consultative services will be provided that will insure dynamic faculty meetings.

4. Strategy for research design and evaluation will be established. Research design and instruments will be designed which are appropriate to assess various aspects of the new program.

5. Plans will be made for grouping procedures for children keeping in mind the importance of flexibility.

6. The curriculum will be reviewed and revised in view of the philosophy and organizational pattern. New organizational patterns (nongraded) require continuous revisions of the curriculum and evaluations of the total program. Procedures will be developed for seeking and selecting wide varieties of new materials and media.

7. Flexibility in the total program will be developed. Special attention will be given to the use of special teachers, the development of the library into a laboratory for learning, and the use of community resources in the new program.

8. Records and reports will be revised in view of purposes. Good channels of communication will be established and maintained with school parents, patrons and community agencies.

9. School-plant-use plan will be developed that will provide maximum utilization of existing facilities. Structural changes will be sought that enhance the new program.

10. Time will be provided for teacher planning.

Non-graded implies an organizational strategy for learning that does not require the traditional graded levels of learning. Actually non-graded entails a multiple fractionalization of groups of children for instruction on a basis other than age and the "Carnegie Unit System". The non-graded system abolishes many rigidities of the traditionally graded system.

Generally the relevant findings of developmental psychology may be summarized in that:

1. Children in the first grade have a range of from three to five years in their learning-readiness for conventional grades.

2. The range of ability generally doubles near the end of the sixth grade.

3. The achievement range generally approximates intellectual

readiness to learn after first grade instruction begins.

4. The range of specific attainments exceeds the range of general achievement because of differences in interests and opportunities.

5. There are unusual differences from one learning area to another in the individual achievement patterns.

6. The fourth or fifth grade child has an intellectual readiness to learn of more than four or five years.

The procedures outlined are based on the assumption that the non-graded school organization provides the rubrics by which individual needs, interests, and abilities may be used in optimally fulfilling a child-centered concept of school function. These procedures are suggestive to modification toward a course leading to an organizational strategy on the non-graded system or generalized to the adoption of other organizational strategies for learning.

A summary of research and literature on non-graded organization by Luther R. Rogers of the Southeastern Education Laboratory is included in the appendix of this paper.

V. Emphasis

This proposed project will provide the planning phase for the adoption of a new organizational strategy for learning that will facilitate the on-going operation of a variety of new programs for a rural isolated school which may include projects designed for one or more of the following areas of need:

1. In-Service Training
2. Preschool Training
3. Follow Through Activities
4. Communication Skills
5. Reading Program
6. Increased Holding Power

Although the emphasis is placed upon non-gradedness, the procedures have been so generated that they are applicable to the inspection and selection of other organizational strategies singularly or in combination. The emphasis is placed upon planning that will involve the interested and affected parties in the selection of an organizational pattern, that will best facilitate the on-going and new educational programs.

VI. PLANNING

A. During the fall of 1967 and the winter of 1968, 242 school systems in the southern states with Negro student enrollments of over 60 percent were identified by the United States Office of Education as having substandard instructional programs and major problems involving desegregation. These school systems were all considered to be in rural isolated areas and because of the high percent of Negro children in these systems many of the most disadvantaged Negro children probably will remain in schools attended by a majority of their own race. Thus, it was decided that it will be necessary to help develop better quality educational programs for all of the children in these schools.

The Division of Equal Educational Opportunities of the United States Office of Education, responsible for administering Title IV of the Civil Rights Act, initiated a study concerning the problems of these systems. This study -- conducted by the University of Miami in cooperation with the University of South Carolina, the University of Tennessee, the University of South Carolina, the University of South Alabama, Auburn University, and the University of Southern Mississippi, involving six rural isolated school systems -- has identified problems of a rural isolated nature which are common to many districts. Six local school systems: two in Mississippi, two in Georgia, and two in South Carolina were included in this initial survey.

The purpose of this study was to identify and to describe clearly the educational problems existing in rural schools with more than 60 percent Negro populations. The problems were assumed to be those which generally exist to a large degree in all of the 242 school systems in the area. Concern about these problems has resulted in recent action at the national level to provide a mechanism through which improved programs in these schools may be rapidly developed and made operational.

As a result of this study, certain funds were allocated to the Bureau of Research, which, in turn, contracted with the Southeastern Education Laboratory to support the planning activities necessary for the development of improved instructional programs in these schools. Accordingly, the Southeastern Education Laboratory aided in the development of projects in the six school systems studied. Currently, the laboratory is aiding in the installation, monitoring, and evaluation of preventive and corrective activities in all of the 242 school systems which have similar characteristics.

Representatives from various local, state, and federal educational agencies met with representatives from the Southeastern Education Laboratory and involved universities to draft plans for implementing improvement programs for the six pilot school systems. At the region-wide meeting held at the Southeastern Education Laboratory offices in Atlanta, Georgia, on April 5, 1968, the following persons were present:

M. E. Aiken, Jr., Superintendent
Twiggs County Schools
Jeffersonville, Georgia

Joseph S. Bachman
Title III ESEA
Florence, South Carolina

R. C. Beemon
Title I, ESEA
Georgia State Dept. of Education

Bob Cloer
Title IV
Georgia State Dept. of Education
Atlanta, Georgia

Purvis W. Collins
Assistant Superintendent
Fairfield County School System
Winnsboro, South Carolina

Joe Durham
Title IV, Civil Rights Act
State Department of Education
Columbia, South Carolina

Edna Ellicott
Title IV, Civil Rights Act
Washington, D. C.

John O. Ethridge
Information and Advisory Officer
State Department of Education
Jackson, Mississippi

Richard L. Fairley
Title IV, Civil Rights Act
Washington, D. C.

R. C. Fennell
Superintendent of Education
Williamsburg County Schools
Kingstree, South Carolina

Morrill Hall
University of Georgia
Athens, Georgia

Julia Hamblet
Acting Director of Field Services BESE
Office of Education
Washington, D. C.

Sale Lilly
Superintendent of Education
East Tallahatchie School District
Charleston, Mississippi

H. H. McAshan
Southeastern Education Laboratory
Gainesville, Florida

Samuel F. Morris
Superintendent of Schools
Meriwether County Schools
Greenville, Georgia

Robert E. Nelson
Southeastern Education Laboratory
Atlanta, Georgia

Richard Ottinger
Title III, ESEA
Georgia State Dept. of Education
Atlanta, Georgia

Don Pearce
ESEA, Department of Education
Columbia, South Carolina

William R. Pergande
Title IV, EEOP
Regional Office of Education
Atlanta, Georgia

Joe Pukach
ESEA Director
Atlanta, Georgia

Frank Schmidtlein
Bureau of Research, USOE
Washington, D. C.

Wilbur F. Smith, Jr.
S. C. Region IV, Program Coordinator
Education Development Center
Spartanburg, South Carolina

W. P. Sprayberry
Southeastern Education Laboratory
Atlanta, Georgia

Michael J. Stolee, Director
South Florida School Desegregation
Consulting Center
School of Education
University of Miami
Coral Gables, Florida

C. V. Sullivan
County Superintendent of Education
Port Gibson, Mississippi

F. O. Thompson, Director
Title III, Region III for S. C.
Greenwood, South Carolina

Herb Tyler
Title III, ESEA
Lancaster, South Carolina

Fred Vendiffi
Educational Opportunities Planning Center
College of Education
University of Tennessee
2046 Terrace Avenue, S. E.
Knoxville, Tennessee

Ainsley C. Wayne
Region I Director
North Charleston, South Carolina

R. B. Webb
S. C. Region II, Education Development
Title III, ESEA
Orangeburg, South Carolina

H. F. Wright
Area Superintendent
Williamsburg County Schools
Kingstree, South Carolina

Robert Williams
Title IV, University of South Alabama
Mobile, Alabama

At this meeting, it was proposed that the Laboratory assume general overall responsibility for the planning, implementation, and evaluation of these activities and for coordinating the support and resources of the various state departments, local education agencies, and university centers within the region, supported through Title IV allocations of the Civil Rights Act.

B. It was further proposed that task forces be formed for each of the six districts. Accordingly, task forces were composed of representatives from local and state educational agencies, institutions of higher learning, and the Southeastern Education Laboratory. These task forces will assist in formulating proposals to be funded by appropriate agencies aimed at the problems of the local school systems. These proposals will be based upon the findings of the University of Miami study and the local school program improvement studies that were carried out simultaneously with the development of the regional plan.

On May 15, 1968, the Tappan task force met in the Tappan State Department of Education in Harbor, Tappan. Task force members and the institutions they represented at this meeting were as follows:

University of Tappan, Hobart, Tappan
Title IV Office
John C. Jones
William B. Butts

State Department of Education of Tappan, Hobart, Tappan
Henry H. Spain
Thomas O. Smith, Assistant Supervisor of Secondary Education

School Districts:

Harold County:
John H. Doe, Superintendent

Southeastern Education Laboratory
Dr. Wilson O. Clark, Field Representative

At this meeting, program areas were studied based upon the pre-planning activities that had been carried out by the local educational agency. This project is a direct result of this planning session plus a later visit by Dr. Wilson O. Clark of the Southeastern Education Laboratory to the local school districts. It was decided that programs for Harold County would immediately begin with the implementation of the following programs:

1. In-service Training
2. Preschool
    - A. Mobile Instructional Unit
    - B. Kindergarten
3. Follow Through or Early Childhood Education

4. Communication Skills
    A. Elementary Schools
    B. High Schools
5. Reading
6. Dropouts - Holding Power
7. Strategies - Organization for Learning

Consultants have been used to provide research information and descriptions of innovative programs in various parts of the nation. The Southeastern Education Laboratory has aided the Harold County Public Schools in reviewing the literature related to the non-graded organizational plan for elementary schools. This review may be found in the appendix of this proposal. This particular model for an organizational strategy for learning has been developed by the staff of the Southeastern Education Laboratory in Atlanta, Georgia. The planning of this proposed project was not financed by an ESEA Title III planning grant.

The funds obtained under this grant will be used to implement improvements in instruction through the development of an organizational strategy for learning that will facilitate the fulfillment of the priority needs of the children in Harold County Public Schools. Substantial additional funding will be utilized for consultant help in making the in-service training portion an on-going concern, to purchase materials, to provide workshops, and to employ project staff personnel.

The local school district will utilize ESEA Title I and ESEA Title II funds, as well as other funds obtained through its own taxation, to provide the supplementary resources which will be required as the project develops.

In addition to the staff personnel, in-service training, equipment, materials, and other items mentioned, funds from this grant will be used to purchase other limited materials and supplies. They will also be used to support such travel as is necessary to implement and administer the program.

Evaluation costs have been itemized in the project budget.

Accomplishment of the objectives of this proposed project will depend upon the continuation of its funding over a three year period.

It is assumed that the development of successful organizational strategy for learning will produce an impact upon the entire area. Emphasis will be exerted to apprise the school and community of the program, its purposes, objectives, activities, progress, and accomplishments. Historically, the financing of schools which produce enthusiastic learning has never been a real problem. It is believed, therefore, that the community will wish to maintain the program. Furthermore, increasing public knowledge and acceptance of the desegregation of faculties will be expected to enhance greatly the probability of public support at the local level.

In the geographic area to be served, services and activities related to the proposed project have not been provided during the past three years. While Harold County receives federal funds under the Elementary and Secondary Education Act, Title I, there have not been enough funds, either from that source or from other sources, to attempt a program of the kind described in this proposal, while at the same time meeting other pressing needs of educationally disadvantaged youngsters. It is obvious, therefore, that the ESEA Title III funds requested in this application will supplement rather than supplant the financial support now available.

VII. PARTICIPATION OF NONPUBLIC SCHOOL CHILDREN

Two small private schools are operated in Harold County: (1) St. Ricks Catholic School, which enrolls approximately 600 children in grades one through nine and (2) Deering School, which enrolls approximately 200 pupils in grades one through six. Both of these nonpublic schools will participate in the project in the following ways:

1. Teachers and staff members from the two schools will be invited to participate in all locally conducted in-service training activities.
2. The nonpublic schools will be included on the dissemination mailing list of the project and, furthermore, will be included in other appropriate dissemination activities in which they would be expected to have an interest.

VIII Evaluation

A. Methods, Techniques and Procedures.

This proposal sets forth two major objectives and outlines a series of steps and procedures for the selection and adoption of an organizational strategy that will facilitate projects designed to fulfill the needs of the rural isolated school. The evaluation will proceed in orderly fashion by collecting information and documentation for the steps outlined in the procedures. The impact of the total program and the "organizational strategy for learning" will be evaluated through the rate of achievement of the child as judged by existing baseline data and by the administration of the Stanford Achievement Test series, and by staff and consultative opinionaire. However, the interim for planning will preclude the use of achievement testing for the purpose of evaluating a planning grant.

The evaluation of this planning will be based upon completion of the various procedural steps and the existence of the various documents outlined in the procedural steps. Further staff, consultants, and other involved parties will be surveyed for their evaluative opinions.

B. Statistical Evaluation and Designs

The evaluation will be a function of the stated objectives and will relate directly to them. Research designs will be developed throughout the project by the research worker with augmentative services provided by the Southeastern Education Laboratory (SEL).

IX. DISSEMINATION

A. Methods

Realization of the anticipated accomplishments of the program will indicate that successful procedures have been developed. It is recognized that the problems attacked in this project are not unique to the Harold County School System; therefore, there exists a need for dissemination of information to other school systems facing similar problems. Accordingly, the staff will implement dissemination in cooperation with the Southeastern Education Laboratory. The methods will include:

1. Progress reports
2. Newsletters
3. Seminars

B. Recipients

The information will be disseminated to:

1. Local educational agencies
2. State educational agencies
3. Regional educational agencies
4. The United States Office of Education

A feature of this dissemination procedure will be that the receiving agencies will be provided opportunities to evaluate the information and to inquire further into its nature.

X. QUALIFICATIONS FOR PROFESSIONAL PERSONNEL

The principal personnel for administering and developing this program will function as a team with a coordinator directing the efforts of the team members (interested and affected persons). Team members will be responsible for initiating and coordinating many planning groups. These groups will include members from the elementary, the high school, and the community. The groups will involve the coordination of many community based agencies. Thus, professional staff of this project will represent several significant areas.

The attainment of success in this innovative and comprehensive program will depend upon the contributions of the planning group members and the leadership of the coordinator. The identification of an organizational strategy for learning will require a professional planning skill. The use of representatives from business, industry, and community-based agencies will require coordination and identification of how each agency can participate in planning for an organizational strategy for learning. An effort will be made to employ the best qualified, available person for a coordinator. Recruitment will be both from within the System and from elsewhere. Job descriptions are given for the principal positions.

1. Position: Coordinator

Educational Requirements:

Preferred: Sixth-Year Certificate

Required: Master's Degree with specialization in the area of statistics, guidance, or psychology

Salary Range:
Master's Degree $ 9,000-$12,000
Sixth-Year Certificate $10,000-$13,000

Teaching Experience: Minimum of 10 years or the equivalence; elementary, high school subject areas, or supervision and curriculum development (administrative experience during the 10 years may be substituted for classroom experience.)

Duties: Plans, organizes, directs, and evaluates the activities of the program.

2. Position: Research Worker

Educational Requirements:
Master's Degree with specialization in tests and measurements, research designs, statistical techniques, and procedures, and with familiarity in the communication skills.

Salary Range: Master's Degree $8,000-$11,000

Teaching Experience: Minimum of 5 years or the equivalence.

Duties: Designs, organizes, directs, and analyzes evaluation procedures and data which demonstrate the degree of effectiveness of the program; provides periodic feedback data which identify significant operational deviations and exemplary practices; coordinates evaluation activities with consultative services provided by agencies, such as Southeastern Education Laboratory or institutions of higher education.

3. Position: Executive Secretary

Educational Requirements:

Bachelor's Degree and graduate work with specialization in Business Administration and English, and work in social or behavioral sciences

Salary Range:		
	Master's Degree	$7,000-$10,000
	Bachelor's Degree	$6,000-$9,000

Duties:

Arranges for meetings and conferences. Writes and types reports. Acts as input agent for incoming calls and visitors. Takes dictation and performs routine office functions.

4. Position: Consultant

Job Description: The duties of the consultants will be to participate in school planning, conferences, meetings, and committees throughout the 1968-69 school year, and aid in evaluation throughout the project period. It is anticipated that most of the consultants will hold the doctoral degree, be on a University staff and be experts in at least one of the fields preschool training, motivation, and evaluation design and/or statistics. It should be remembered that the Southeastern Education Laboratory will provide some concultant leadership (at no cost to the project) with a wide variety of skills and competencies to supplement the full-time professional staff and consultants detailed above.

Honorarium: $100 per day plus expenses

XI. FACILITIES, EQUIPMENT, AND MATERIALS

Some equipment and materials must be purchased for this planning project even though many items that may be utilized are presently within the school system. Essential items will include certain office equipment, and supplies that the three additional personnel will require.

Project headquarters will be established in the office building which houses the school administrative offices. Funds to rent space will not be included in the budget of this project because its planners wish to package-programs and funds as much as is feasible. Local funds will be used to provide for some of the overhead and related indirect costs; however, the local financial situation is critical and woefully inadequate. Accordingly, significant local financial assistance cannot be expected.

XII. SUBCONTRACTING

There will be no subcontracting with any organization or agency in connection with this proposed project, requiring the use of ESEA Title III funds.

XIII. TAX EFFORT

A. Degree of Tax Effort

1. Present tax levy is 25 mills, while the state maximum is 25 mills (excluding special bond issues).
2. Property assessment in Harold County is 23 per cent of true value. The average for the state of Tappan is 20 per cent of true value.
3. The average per pupil expenditure in Harold County is $281, which is approximately 83 percent of the state average of $339.
4. The amount of non-taxable property (other than churches and hospitals) is nil.

B. Ability to Meet Critical Educational Needs

1. The pupil-teacher ratio for the elementary schools is 29 and for the secondary schools is 28.
2. The total professional staff and pupil ratio for the elementary schools is 28 and for the secondary schools is 27.
3. Total enrollment by years:

1962-63	2,985
1963-64	2,945
1964-65	2,954
1965-66	2,933
1966-67	2,925

4. There have no large or sudden changes in enrollment. However, average daily attendance has increased 3 percent over the past five year period.

5. For the present enrollment and staff, the school facilities are not overcrowded.
6. No building has been declared unsafe.

PART III - FINANCIAL

OE 4351 (REV. 12/66)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-R570.1
APPROVAL EXPIRES 5/30/68

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program

(NOTE: Please read the attached instructions before completing this form)

NAME AND ADDRESS OF AGENCY

PROJECT NUMBER

GRANT NUMBER

STATE

PART I – EXPENDITURES *(other than construction)*

(Check One) ☐ PROPOSED BUDGET SUMMARY (ATTACH DETAIL SCHEDULES) ☐ ESTIMATED EXPENDITURE REPORT ☐ FINAL EXPENDITURE REPORT

BUDGET PERIOD (MONTH, DAY, & YEAR)
BEG: END:

	EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION								
			SALARIES								
	FUNCTIONAL CLASSIFICATION	ACC'T NO.	PROFESSIONAL	NON-PROFESSIONAL	CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES	TOTAL EXPENDITURES	NEGOTIATED BUDGET
	1	2	3	4	5	6	7	8	9	10	11
1	ADMINISTRATION	100	$ 34,000	$	$	$ 600	$		$	$34,600	$
2	INSTRUCTION	200			4,400		2,738			7,138	
3	ATTENDANCE SERVICES	300									
4	HEALTH SERVICES	400									
5	PUPIL TRANSPORTATION SERVICES	500									
6	OPERATION OF PLANT	600							795	795	
7	MAINTENANCE OF PLANT	700									
8	FIXED CHARGES	800								2,584	
9	FOOD SERVICES	900									
10	STUDENT-BODY ACTIVITIES	1000									
11	COMMUNITY SERVICES	1100									
12	REMODELING (IF COSTS TOTAL MORE THAN $2000 ENTER IN PART II)	1220c									
13	CAPITAL OUTLAY (EQUIPMENT ONLY)	1230						2,231		2,231	
14	TOTAL →		$ 34,000	$	$ 4,400	$ 600	$ 2,738	$ 2,231	$ 795	$47,348	$
15	NEGOTIATED BUDGET →		$	$	$	$	$	$	$	xxxxxxxxxxxxxx	$

Expenditure Account No. 100 - Administration

Expense Class	Name & Title, Purpose or Item	Full Time	Part Time	Quantity	Salary, Rental, or Unit Cost	Budgeted Amount
Salaries						
Professional	Project Coordinator					$13,000
Professional	Research Assistant					11,000
Professional	Executive Secretary					10,000
Materials & Supplies	Office Supplies:					
	Typing paper, 8½ x 11			28 rms.	1.19	33.32
	Letterhead, bond 8½ x 11			12 rms.	2.04	24.48
	Paper, tissue, 2nd sheets 8½ x 11			30 rms.	.43	12.90
	Carbon, 100/bx, 8½ x 11			16 bxs.	.92	14.72
	Stamped envelopes 500/bx.			8 bxs.	31.20	124.80
	Envelopes, plain 500/bx.			6 bxs.	1.54	9.24
	Pens, ballpoint, BIC, med.			3½ doz.	.33	.98
	Pencils, #2			22 doz.	.19	4.18
	Paper Clips			20 bxs.	.04	.80
	Rubber Bands			10 bxs.	.25	2.20
	Mailing envelopes			10 bxs.	2.00	20.00
	Erasers, typewriter w/brush			24	.08	1.24
	Ruler			2	.18	.36
	Stapler			2	1.64	3.28
	Staples			12 bxs.	.27	3.24
	Staple Remover			2	.24	.48
	Scotch tape			10 rls.	.16	1.60
	Stencils			22 quire	1.45	31.90
	Ditto's			4 bxs.	2.24	8.96
	Calendar (complete)			2	2.95	5.90
	Duplicator paper 8½ x 11			20 rms.	.67	13.40
	Mimeo paper 8½ x 11			20 rms.	1.34	26.80
	Telephone Index			2	4.50	9.00

Expenditure Account No. 100 - Administration (continued)

Expense Class	Name & Title, Purpose or Item	Full Time	Part Time	Quantity	Salary, Rental, or Unit Cost	Budgeted Amount
Materials & Supplies	Office Supplies:					
	Steno Pads			24	.12	2.88
	Stamps			10 rls.	6.00	60.00
	Corr. fluid, stencil			10 btls.	.35	3.50
	Folders 8½ x 11			20 bxs.	1.18	23.60
	Folders 8½ x 14			12 bxs.	1.48	17.76
	Mimeo ink			10 tubes	1.30	13.00
						600.00

TOTAL BUDGETED AMOUNT $34,600.00

Expenditure Account No. 200 - Instruction

Expense Class	Name & Title, Purpose or Item	Full Time	Part Time	Quantity	Salary, Rental, or Unit Cost	Budgeted Amount
Contracted Services	Honoraria for Consultants for planning program groups and conferences		X	44	100.00 per day	$4,400.00
					TOTAL	$4,400.00

2

Expenditure Account No. 200 - Instruction (Cont.)

Expense Class	Name & Title, Purpose or Item	Full Time	Part Time	Quantity	Salary, Rental, or Unit Cost	Budgeted Amount
Travel	Project Coordinator					
	In-state travel			12,000 miles	.07 mi.	$ 400.00
	Out-of-state travel 7 trips @ $100					700.00
	Taxi fares while traveling out-of-state					70.00
	Per diem			15 days	16.00	240.00
	Consultants					
	Travel (air) 12 round trips from Atlanta, Ga. @ $52 - $208					624.00
	Per diem			44 days	16.00	704.00

Total	$2,738.00
Total Budgeted Amount Account No. 200	$7,138.00

Expenditure Account No. 600 - Operation of Plant

Expense Class	Name & Title, Purpose or Item	Full Time	Part Time	Quantity	Salary, Rental, or Unit Cost	Budgeted Amount
Other Expenses	Communications					
	Telephone installation				$75.00	$ 75.00
	Monthly service (1 phone and 2 ext.)			12 mos.	20.00	240.00
	Long Distance			12 mos.	25.00	300.00
	Postage, etc.			12 mos.	15.00	180.00
				Total Budgeted Amount		$795.00

Expenditure Account No. 800 - Fixed Charges

Expense Class	Name & Title, Purpose or Item	Full Time	Part Time	Quantity	Salary, Rental, or Unit Cost	Budgeted Amount
Salaries (Fringe Benefits)	Retirement (3%)					$1,020.00
	Social Security (4.6%)					1,564.00

Total Budgeted Amount $2,584.00

Expenditure Account No. 1230 - Capital Outlay (Equipment Only)

Description of Item	Quantity	Unit Cost	Budgeted Amount
Electric Typewriter	1	$355.00	$355.00
Executive Desk	2	430.00	430.00
Executive Chair	2	80.00	80.00
Work Tables	2	150.00	150.00
Secretarial Desk	1	192.00	192.00
Secretarial Chair	1	62.00	62.00
4-drawer File Cabinet	2	152.00	152.00
Adding Machine-Calculator	1	800.00	800.00

Total Budgeted Amount $2,321.00

PART IV - COMPLIANCES AND ASSURANCES

ASSURANCES FOR INITIAL APPLICATION

PART IV

THE APPLICANT HEREBY GIVES ASSURANCE TO THE UNITED STATES COMMISSIONER OF EDUCATION THAT:

1. The applicant has the necessary legal authority to apply for and receive the proposed grant. (Attach a copy of substantiating document(s));

2. The activities and services for which assistance is sought under this Title will be administered by or under the supervision of the applicant;

3. In planning the program proposed in the application, there has been and in establishing and carrying out that program, there will be participation of the appropriate cultural and education resource(s) of the area to be served;

4. Any funds received under this grant shall not be used to supplant funds normally budgeted for the planning of services of the same type;

5. The applicant will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulations of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to the title, to the end that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance from the Department. (The assurance of compliance (HEW 441), or court order, or desegregation plan previously filed with the United States Office of Education in accordance with the Department of Health, Education, and Welfare Regulations applies to this application);

6. The project will be operated in compliance with Public Law 89-10 and with the Regulations and other policies and administrative issuances by the Commissioner, including submission of such reports as may be required;

7. Copies of this application have been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application. (Attach copy of authorizing document(s).)

I, John H. Doe, do hereby certify that all of the facts, figures, and representations made in this application, including all exhibits and attachments hereto, and hereby made a part of this application are true and correct to the best of my knowledge and belief.

DATED: July 5, 1968

Harold County Public Schools
(Legal name of applicant)

BY______________________________
(Signature of authorized representative)

Superintendent of Schools
(Representative's Title)

NOTARY PUBLIC: Subscribed to before me this

July 5, 1968 Manor, (City) Tappan (State)

NOTARY
PUBLIC
SEAL

SIGNATURE OF NOTARY PUBLIC______________________________

DATE NOTARY'S COMMISSION EXPIRES January 1, 1968

CERTIFICATE

I, John H. Doe, Superintendent of the Harold County Public Schools, Manor, Harold County, Tappan, hereby certify that in a regular meeting of the Board of Education of the Harold County Public Schools held on June 4, 1968, the superintendent was duly authorized to submit a proposal requesting federal funds under Title III of Public Law 89-10, to implement the program entitled Organizational Strategy for Learning -- Nongraded. This program will be located in the Harold County Public Schools in the state of Tappan. It is further certified that this record may be found on the minutes of the Harold County Board of Education dated June 4, 1968, appearing on page 273 of Minute Book Number I .

WITNESS my signature this

John H. Doe, Superintendent
Harold County Public Schools

LEGAL AUTHORITY TO APPLY FOR GRANT

Excerpts from Charter and Related Laws, Harold County, Tappan, Title 6. Education, Chapter 1, Administrative Provisions, 1965

Sec. 6.1.1. Maintenance of free public school system. (p.197)

The Harold County Board of Education is hereby empowered to maintain a system of public schools, as established by law in said county, which shall be free to all the children within the county.

Sec. 6.1.2 Board of Education - Composition, election, term. (p.198)

The Board of Education of Harold County shall consist of one member from each of the eight districts of the county, who shall be a resident of the district and in addition thereto there shall be elected one member from the county at large. The said members shall be elected at the same time members of the County Commission are elected and shall serve a term of four years or until their successors are elected and qualified. Such members must be elected by a majority vote of the county.

Sec. 6.1.8 Same - Control of funds; supervision and government of schools (p.200)

Said board shall have the sole control of the distribution and disbursement of the apportionment made each year and shall not exceed, in their expenditures or contracts, the total of the yearly apportionment. All payments therefrom shall be made as provided by existing Charter provisions. Said board shall be held responsible for the proper use, disposition and expenditures of the funds, so appropriated, and shall have the sole authority to fix salaries of the officers, employees, and teachers in the public schools, the purchase of supplies therefore, the furnishing thereof, insuring the same, and paying the premiums therefor, and to take such other steps as may be needed in the preservation and protection of all property in their charge, provided the total amount so expended does not exceed the yearly apportionment.

Said board shall elect and have control over the superintendent, officers, teachers, and employees of the public schools, and shall have the exclusive supervision of the government of said schools, free and independent of any existing or future ordinances of the County Commissioners, subject only to the requirement that all rules passed by said Board shall be reasonable and in conformity with the Constitution and laws of the State of Tappan. Said board shall cause accurate minutes of all its proceedings and an accurate record of all expenditures to be kept, both of which shall be open to the inspection of the public at reasonable hours.

PART V - APPENDIX

APPENDIX

In a recent address, Ole Sand (67) indicated that nationwide we are moving from the graded school to the nongraded school. He says, "The vertical organization of the school should provide for the continuous, unbroken, upward progression of all learners with due recognition of the wide variability among them in every aspect of their development. The school organization should therefore provide for differentiated rates and means of progression toward achievement of educational goals. Nongrading and multigrading are promising alternatives to the traditional graded school and should receive careful consideration." Dr. Sand notes that, "Well-planned cooperative efforts among teachers, efforts such as team-teaching, should be encouraged and tested with flexibility in assigning pupils to instructional groups that might range in size from one pupil to as many as a hundred or more."

It is evident that much thought is being given at this time to all aspects of the educational endeavor. This study is not intended to treat all aspects but rather to view the nongraded organizational structure as a possible framework within which to bring about educational improvement. There are many and diversified materials available including research studies and current literature. It is almost impossible to collect a representative sampling from the wealth of information that is available. However, the writer has attempted to select materials that will provide a realistic look at the organizational structure called nongrading. There is little research available that provides results of experimentation to test the effects of the nongraded organizational structure alone. Little research was found that went beyond comparison of achievement results of pupils on standardized tests. The writer assumes that it would be difficult if not impossible to control all factors except school organization because the attitudes of teachers, parents, and pupils play such a vital role in the successes of the school.

The purposes of this study are to provide school staffs with information pertaining to the nongraded organizational pattern and to suggest certain steps that can be taken toward nongrading in view of the present structure and program. The suggestions are of a practical nature based upon a study of research and literature and the writer's experiences in working in a nongraded school situation.

AN APPROACH

Position Statement

Goodlad (7) indicated that nongrading as an organizational plan is supported by persons with differing conceptions of the purposes of a school. Some of the advocates see a structure for more efficiently regulating the progress of learners through a relatively common set of subject matter prescriptions. Others see it as a structure within which individual needs, interests and abilities may be identified and used in fulfilling a more child-centered concept of school function. In analyzing the practice he reveals that much confusion is in the minds of those conducting nongraded school programs regarding the school functions which they serve. He indicates that the school organization known as nongrading can serve either of the two points, but failure to clarify the function usually leads to confused practices, under the name of nongrading, and sometimes to disillusionment and subsequent return to grading. It is to the latter of these two approaches that this study is dedicated. The suggestions contained herein are based on the assumption that the nongraded school organization is a structure in which individual needs, interests, and abilities may be identified and used in fulfilling a more child-centered concept of school function. The recommendation is to assist school staffs in considering the choice of a direction toward nongrading.

THE CASE FOR NONGRADING

Trends

Schools have not always been graded. (1) Earlier versions of the nongraded schools were the Dame Schools of the 17th Century, and "district" schools of the 18th century. The graded school structure as we know it had its beginning in 1848 and has persisted to the present. The Quincy Grammar School established this pattern. The graded pattern as we know it has undergone little re-designing to the present. There have been 19th and 20th century attempts to break the lock-step of grading. Many of these attempts are designed to facilitate continuous progress for learners of widely varying abilities. There appears to be an increase of interest, especially at the elementary school level, to de-emphasize, or remove entirely, grade lines.

A survey in the National Education Association Project on the Instructional Program of the Public Schools (14) reveals that 6% of 304 elementary principals in 1956 as compared to 12% in 1961 reported some form of nongrading: 26% foresaw some nongrading in 1966. The National Education Association Research Division (28) reports a survey in 1959 in which, of the 819 districts responding, 71 school systems reported the use of nongrading. This constituted a percentage of 8.6%. Goodlad and Anderson (7) report a survey in which 403 questionnaires were mailed; 318 went to leaders representing cities and towns. Of 182 replies, 86 indicated no nongraded schools in past or present, 7 reported abandonment of the plan, and 89 claimed some form of nongrading. The

National Education Association Research Division (62) reports a postal card inquiry in 1964. Questionnaires were sent to 441 school systems. Replies were received from 353 out of which 114 reported that nongrading was being practiced in one or more elementary schools. The following major points were noted:

1. School systems with the largest enrollments have the largest percentage of schools with a nongraded sequence.
2. The primary grades, k-3, or 1-3, are the grades most frequently replaced by the nongraded sequence.
3. About 1/3 of the 114 systems with nongrading had it in 6 or more schools.
4. Only a limited number of junior and senior high schools are adopting nongrading, mostly on an experimental basis.

Fifty-seven, point nine, percent of the school systems reported that nongrading was being used in only 1 to 5 schools; 7% of the school systems reported that they planned to begin nongrading in the 1964-65 school year; 13.1% of the systems with nongrading reported that it was being used in from 6 to 15 schools in the system; 21% of the school systems had 16 or more schools with nongraded sequences; 14 systems, or 12%, reported nongraded sequence in all of their elementary schools; 83% of the reporting systems used nongrading only in the primary years; 10.5% of the systems carried nongrading through the intermediate years. Only 12 systems reported nongrading at the secondary level, and in most of these nongrading was on a trial basis.

Thus it is noted that there is a strong tendency to replace the rigid grade structure with some form of nongrading.

Review of Research

In 1958, Goodlad wrote, "Nongrading is supported by some plausible-sounding claims and theories rather than research." (37) In 1959 with Anderson he wrote with regard to comparative achievement of pupils in graded and nongraded schools saying, "There is no evidence to suggest anything. We have little more than inadequate first-hand impressions to go on." (43) In a cooperative Research Project, D Lorenzo (28) reports 8 comparisons in reading achievement primarily in the intermediate grades. Four studies found performance of nongraded pupils to be superior to that of graded pupils, one study found no difference, and one found the graded control group significantly better than the non-graded experimental group. Of 5 studies comparing graded and non graded organization with relation to arithmetic achievement, 4 found statistically significant advantages in favor of nongrading. The other studies favored graded classes. Comparisons on spelling achievement, favored nongrading.

Hillson, Jones, and Moore (54) in a study concluded that the superior achievement of nongraded pupils can be attributed to the organizational structure rather than to superior pupils' ability and/or teaching methods. They further concluded that pupils participating in a nongraded, primary organization will achieve at a significantly higher level on measures of reading ability, and related measures of reading, than will pupils participating in a graded organization.

On the other hand, Carbone (22) found students to achieve higher in a graded organization than in a nongraded organization. Using the Semantic

Differential he found that pupils in the nongraded organization tended to view their teacher in more favorable light than pupils in the graded pattern. He concluded that it is not realistic to expect improved academic and personal adjustment in pupils on the basis of a change in organizational structure. He further concluded that high pupil achievement and good mental health are not unique results of nongrading. He found that mental health of nongraded pupils was not significantly different than that of graded pupils. In fact, in social participation graded pupils exhibited better adjustment. He concluded that changes in organizational structure alone are not enough. They must be accompanied by appropriate adaptations in the instructional practices of teachers if the plan is to realize its potential.

Ingram (57) found that in all language arts and reading areas, pupils in the primary cycle scored significantly higher than pupils in the traditional graded plan. She further noted that parents and teachers were enthusiastic about the program.

Skapski (70) concluded that the nongraded primary benefits all children. She found in her study that children in a nongraded primary were achieving at a significantly higher level that children in the traditional primary. She found that whereas all children benefited from the nongraded program, the difference was greatest for children of very superior intelligence. She concluded that the nongraded primary does not allow gifted children to under-achieve or slow learners to be frustrated by repeated failures. She concluded that less than half as many children would spend four years in the nongraded primary than would if the question of promotion came up at the end of the first year of school.

Buffie (20) found evidence in his study to support the claim that nongraded school systems are superior to graded systems in academic achievement and general adjustment of children. He found children attending the nongraded primary clearly superior in achievement in areas of language and work-study skills and/or in academic composite scores. He pointed out that a trend is apparent to indicate better adjustment in the nongraded primary than in the graded, traditional school.

On the other hand Moore (61) found that mean scores in graded classes exceeded mean scores in nongraded classes in nearly all measures of achievement. He concluded that greater flexibility is not a unique attribute of the nongraded organization. He further noted that provision for rare ability of pupils could be met adequately in a graded organization as well as in a nongraded organization. In summarizing his study he pointed out that the graded organization was already nongraded in much of its operation in the primary grades and that it is not reasonable to expect an improvement in the academic achievement as a result of changing from a graded to a nongraded organization.

Zerby (79) found that in measures of achievement the nongraded pupils exceeded the graded pupils. He found no significant differences in sociometric comparison, other than the fact that fewer "isolates" were found in the nongraded schools.

Jones (58) concluded that children taught on their individual levels, regardless of their grade placement made a greater amount of growth than pupils taught as a group the curriculum prescribed for their grade. She further found that in amount of growth in reading, arithmetic, spelling, and in total average growth, the group taught on an individual basis to be consistently superior to those taught in a traditional, graded program. She found this to be consistently true for superior, normal, and dull children, though she found more significance for normal and dull children than for superior children. She stated that growth in relation to a starting point in ability is more significant as a measure of accomplishment than is achievement of grade norms. Challenging children to grow commensurate with their ability tends to increase rather than decrease the spread of levels of achievement within a single classroom.

Hart (50) concluded that in arithmetic achievement pupils score significantly higher in the nongraded primary than pupils in the graded system. He concluded that the nongraded primary gives pupils self-confidence and has made learning experiences more interesting. He stated that the graded system tends to foster unrealistic standards and is inflexible in meeting the needs of all pupils. He found teachers to be more effective and comprehensive in their teaching in the nongraded school, and children appeared happier and more secure without the fear of retention and with competition control so that each child would have a reasonable opportunity to succeed without grades.

Halliwell (48) found in a comparison of the graded organization with the nongraded organization, all differences favored nongrading. He found that although nongradedness was used only in reading and spelling, gains in arithmetic were as great if not greater. He concluded that the changes in methods, materials, and attitudes occur in addition to organizational change. He suggested that nongraded teaching of reading and spelling is quite effective and is worthy of further investigation.

Hickey (53) in a study found that children in a nongraded organization score significantly higher in reading achievement, arithmetic computation, and problem solving than children in a graded organization. She noted no significant difference in personal adjustment. She noted that teachers expressed preference for teaching in the nongraded program. She further stated that the parents thought the nongraded schools were superior to the graded schools.

Thus, it is noted that whereas there have been some significant successes in experimentation with a nongraded school program, the findings of experimental studies are in conflict as to the value of the nongraded school organization over the graded organization. A large part of the problem can be attributed to the difficulty in isolating factors attributable to school organization alone. In most studies, and surveys, it was found that such factors as homogeneous grouping, team-teaching, various programs emphasizing individual differences, and differing attitudes and interests on the part of administrators, teachers, parents, and pupils in both graded and nongraded situations tended to nullify attempts to study the factors of school organization alone.

A more complete review of the research studies described herein is found in the Appendix.

We turn now to literature on nongrading to study the findings of action research, the opinions of current writers in the field, and promising practices.

Review of Literature

In consideration of the abundance of literature concerning the practices and procedures, and strengths and weaknesses of the nongraded school plan, the writer has made no attempt to report herein a representative sampling of the literature available on the subject of nongrading. Instead, the attempt is made to note some of the major strengths and weaknesses inherent in the nongraded organizational plan.

The current intensified interest in nongraded school organization had its beginning in the late 1940's and has continued to the present time.

Goodlad (4) warns against preoccupation with organizational form as an end in itself. He points out that school structure stands or falls on the basis of its perceived relationship to the school function, to the extent to which it fosters curricular and instructional practices that correlate with the educational objective sought. He notes, "Nongrading is a significant factor in school improvement only as it is seen and used by teachers as means to significant ends they wish to achieve." Thus it is noted that school structure is but a shell and does not guarantee quality education for children. The Research Division of the National Education Association (62) identified the major advantages and disadvantages of the nongraded school organization.

Advantages:

1. Nongrading offers a solution to the dilemma of whether to promote a pupil who has fallen behind the others in his grade.

2. Nongrading can save money; fewer children will spend four years in the primary unit.

3. Nongrading takes the pressure off children and results in fewer emotional problems and less trouble with pupil behavior.

4. Nongrading is compatible with what has been demonstrated in programmed learning sequences; that sound learning is cumulative and that pupils learn better when they do not skip over or repeat what is misunderstood.

Disadvantages:

1. School personnel sometimes have trouble getting parents to understand the nongraded arrangement.

2. Some older teachers find it difficult to change their thinking from rigid grade expectations.

3. Nongrading requires close attention to record keeping, particularly so that reports to parents on pupil progress can be understood.

4. The teacher has difficulty when various members of one class are at too many levels in their various subjects.

DeLorenzo (28) points out that certain essential characteristics or minimum conditions for nongrading are:

1. An adaptable curriculum, operationally defined.

2. Inventory and diagnosis for teaching

3. Individualized instruction

4. Non-forced and unobstructed learning

5. A reporting system consistent with the philosophy

6. A nongraded program in both reading and arithmetic.

7. The absence of grade levels and related machinery.

He points out that three aspects are considered subject to variation:

1. Teacher utilization

2. Pupil grouping

3. Policies in inter-class transfers

Halliwell (48) points out that champions of nongraded organizational patterns have certain convictions:

1. Teachers in a graded organization have a fear of encroaching on the domain of the teacher in the next higher grade and therefore hesitate to teach advanced work to fast learners.

2. Teachers in a graded organization in their enthusiasm for preparing everyone for the next grade frequently push slow learners too rapidly for efficient learning and produce anxiety and frustration on the part of the teachers and the pupils.

3. Teachers have to create so many groups in order to provide for individual differences that a great deal of seat work activity is necessary to keep groups busy, thus lessening the opportunity for immediate feedback, and permitting reinforcement of incorrect responses.

4. Although teachers are not too reluctant to provide grade materials on lower grade levels for slower learners, the wide range of ability in a typical classroom would involve providing materials for several below grade level groups.

Chief advantages more often referred to relating to the nongraded pattern of organization include:

1. Children's progress in learning is greater and more continuous.
2. Flexibility in groupings have succeeded in fitting the educational program more closely to the needs and maturity of the individual child.
3. Fewer children are retained.
4. Pressures for achievement and maintaining standards are eliminated or markedly reduced.
5. Teacher-parent rapport is improved.
6. The slower children are identified earlier.
7. There is high pupil-teacher morale.
8. There is increased teamwork between teachers, and between parents and teachers.
9. Curriculum takes on a new meaning.

Some general disadvantages noted:

1. The nongraded organization requires more work of the teachers.
2. Articulation becomes a major problem.
3. Orientation and adjustment is sometimes a problem for new teachers to the program.
4. Poor teachers may use the absence of grade levels as an excuse for indifferent performance.

Hunter (55) discusses the problem of teacher adjustment to the nongraded school program and the problem of providing for the need of each individual child. She points out that "nongrading does not necessarily assure a wider range for ability. It does inexorably force teachers to make educational provision for the range they have." She goes on to say that, "the tailored education of nongrading does not mean a different lesson for each child, but rather an appropriate lesson for each. With practice, teachers develop skill and facility in modifying academic content and teaching strategies so that they will be in keeping with realistic but rigorous expectations for children."

Gloagu (35) points out the significance of nongrading in terms of supplying for individual needs of pupils. "The basic structure of the nongraded program forces the classroom teacher to note the differences among children in a way graded structure does not." She sees each child as an individual with special needs, problems, hopes and learning rates. When the teacher recognizes and accepts these differences she begins to make changes in her curriculum, her patterns of interacting with her pupils, her teaching techniques and her instructional materials in order to accommodate these differences. The process is slow, tortuous, and wearying, but unbelievably rewarding.

Gaier (33) discusses the grade society as one which starts with nursery school grades awarded for competency in sand-box and proficiency in napping, to finally become the teacher's war-cry, the child's Nirvana, and the parental symbol of correctly proportioned genes and child-rearing attitudes. He discusses some psychological parameters underlying the graded process such as anxiety, the self-concept, grading and adjustment, implications for mental health and student-teacher similarities and grades. He points out that grades can be a cruel blow to human vanity and fear of failure coupled with little insight as to how to change behavior may make school a most unpleasant experience for children. He points out that grades not in keeping with the student's perception of his personal worth may destroy classroom rapport. He points out that teachers tend to assign grades on the basis of adjustment as well as accomplishment. When well-adjusted and poorly adjusted students perform equally well, the better grades are given to the students whose behaviors are approved by the teachers. He concludes that grades may be a deterrent to learning in many systems and practices. He poses two vexing questions: (1) What purposes do grades actually serve for the teacher and the student? (2) Do grades actually evaluate attainment and/or promote learning? He emphasizes that the instructor must learn to adapt evaluative procedures to varied intellectual abilities of students and to their varied personality characteristics.

Chadwick (23) discusses the importance of evaluation in the nongraded school. She points out that individualized instruction demands constant evaluation. The teacher must view the child first and foremost in terms of his own ability. Evaluation must present the child to the parent in the best possible light. She concludes: "The evaluation must also present to the child a realistic and acceptable picture of himself, a picture that gradually leads him to a realization of the person he is and may become. His strengths and his weaknesses should be made clear. At the same time he must see himself as a worthwhile member of society with whom he can live happily and comfortably. Unless we do this for each child all else we attempt to do is largely a waste of time."

Goodlad (38) points out that nongraded units promise to be a significant organizational structure of the future. He places special emphasis on this point: "The good teacher finds a way of operating effectively in any setting but no setting guarantees good teaching." He points out that the ungraded school seems to free the good teacher from some frustrating restrictions and facilitates bringing the total program into more harmonious relationship with the characteristics of pupil growth and sound curriculum development. He acknowledges that some persons lacking insight set up within the framework of a nongraded structure a rigidity as restrictive as that previously abandoned. To avoid this he points out the necessity of a continuous in-service education program to acquaint teachers with what they do and do not facilitate in a nongraded program. Some of the results he notes from watching the new curriculum pattern of nongrading develop are as follows:

1. Tensions in children are reduced as the concept of individual adequacy replaces that of personal rivalry.
2. There is increased teacher awareness of pupil individuality.
3. There is increased parental understanding of the school, its organization, its purposes, and its problems. A sympathetic attitude develops.
4. More teamwork on the part of faculty members brings the teachers a sense of shared accomplishment and united purpose. Teamwork thus generated pays off rich dividends in the form of other projects successfully accomplished.

A Summing Up

A review of research and literature on the subject of the nongraded organization leads the writer to make the following observations and assumptions:

1. The nongraded organizational plan appears to be a promising approach to alleviating the problems of rigidity in the graded organizational structure.

2. Research evidence is not conclusive in support of a nongraded organizational plan over other types of school organization. Controlled experimental studies should continue in this area.

3. There are widely varying ideas concerning the structure and implementation of the nongraded plan.

4. Researchers have been unable to a large part to isolate the factors of school organization for testing. It is recognized that in many cases there are a large number of uncontrolled factors and in many instances strengths and weaknesses are attributed to an organizational plan that are not necessarily characteristic of that plan but rather indicative of lack of orientation, understanding, and implementation.

5. The use of the nongraded organizational plan is increasing steadily.

6. There are many types of nongrading and those who aspire to the use of the nongraded organizational plan should give careful study to differing characteristics.

7. A major strength attributed to the nongraded organizational plan is that children's progress in learning is greater and more continuous. Flexibility in groupings has succeeded in fitting the educational program more closely to the needs and maturity of the individual child. Pressures for achievement and maintaining standards have been eliminated or markedly reduced; teacher-parent rapport is improved; slower children are identified earlier, there is higher teacher and pupil morale; and there is increased teamwork among teachers and between teachers and parents. Curriculum takes on a new meaning and evaluation is much more meaningful.

8. Disadvantages noted for the nongraded plan include the difficulty in changing attitudes and accepting change, the difficulty of

orienting parents and community to a new structure, and the increased time and effort on the part of teachers and administrators in initiating and maintaining a nongraded organization.

9. It is recognized that the nongraded plan is an organizational structure only and does not alone guarantee quality education in the school. It is recognized however that the nongraded organizational structure, with its lack of artificial barriers and rigidity, makes possible improvements within the school. It is recognized that the teacher who does not recognize the potential of the structure will teach no differently than the teacher in a graded organization.

10. Nongrading of the curriculum and materials and revision of records, reports and procedures are necessary to the successful implementation of a nongraded organizational plan.

On organization: It is recommended that an organizational pattern be developed that will provide for continuous uninterrupted progress for each child regardless of ability, past performance and experience. Grade barriers and preconceived standards of expectation should be replaced by an organizational pattern that would permit an individualized program. Key factors should be continuity and flexibility. It is not felt that the substitution of reading levels or any rearrangement of standards, barriers, or expectations will be conducive to the establishment of a nongraded program. It should be remembered that school organization is only a framework within which to carry out the teaching-learning process.

On grouping of pupils: It is recommended that grouping be kept flexible based upon the continuously changing needs of children. Care should be exercised to avoid grouping for administrative or teaching convenience. Provision should be made to allow for large group instruction, small group instruction, and independent study. In grouping, avoid labeling children with terminology that tends to become negative or fixed with usage. School-wide homogeneous grouping is not a requisite of a nongraded organization, though it has often been mistakenly attributed to it. Care should be taken to understand the significant purposes of the nongraded organization and use those rather than practices of other schools or school systems in planning grouping practices with children.

On grouping of teachers: In moving toward nongrading teachers are going to have to depend on one another much more than ever before. Continuous teamwork and planning will be necessary to assess the needs of children, and plan activities commensurate with these needs that will lead to continuity throughout the elementary school years. This is not to recommend the process known as team-teaching, in which a master teacher guides the learning process with assistance from other teachers. It is rather to suggest that there are effective ways teachers can work together to plan and provide meaningful experiences for children. There are many ways to organize teams for effective planning and teaching.

On curriculum revision: In moving toward nongrading the staff will find it necessary to move from an emphasis on a particular body of content or subject matter to an emphasis on the development of skills, skills that are concerned with the vital aspects of living and have a relationship to the interest of the learner. The emphasis will have to move from bodies of content divided into the six appropriate grade levels to the development of skills and concepts significant to the child when he is ready for the development. This is not to indicate that content is unimportant, but rather to indicate that content is not an end in itself but a means to the end of making possible for the child the development of skills for effective living. It should be understood that a correlated sequential program is superior to a segmented one. It should be understood that the entire staff should be involved in the development of the curriculum. It is recommended that the staff consider using problem solving techniques to encourage critical and creative thinking.

Teachers must involve communities in a real way to help children live and experience their world in such a meaningful way today that they are prepared for the changing world of tomorrow. There is a community full of human relationship problems outside the door, but in most cases we continue with our bland diet of people, places, and products remote of any real meaning to most of the children. It is very likely when the staff really gets involved in developing a curriculum they will find no particular collection of material suited to their needs.

Equipment and materials: In moving toward nongrading we are going to have to give up the comfort of having a textbook to follow day after day regardless of relevancy, despite the convenience of having complete teaching plans provided in the teachers' guide. Teachers will need to search far and wide for materials, materials suited to the particular needs of a particular child at a particular time. This procedure will dismiss forever from your mind that certain materials "belong" to a certain group solely because chronologically they have reached a certain grade. Teachers are going to have to unchain materials and move the world into the classrooms. Teachers are going to have to become more involved in the selection of materials and equipment and continuously and carefully assess their value in terms of the school program. Special care should be exercised to avoid mass purchasing of materials and equipment because of administrative convenience or lack of time to be selective. It is very difficult and time-consuming to select materials child by child but very rewarding to find that the material you have selected has meaning and purpose for each child.

On scheduling: Flexibility in scheduling is important to success in nongrading the school. School-wide administrative scheduling has a tendency by its very nature to become rigid; it is recommended that large blocks of time within the school day be provided for teams of teachers to utilize in planning and providing day-to-day experiences for children. Once the concept of "one teacher, four walls of a classroom, and thirty children" is broken, many possibilities in flexible grouping and flexible scheduling are possible. Day-to-day decisions within the blocks of time should be left to the teaching team. Administrators and special personnel should be considered a part of each teaching team and should provide leadership and assistance wherever needed. It is imperative that sufficient time be provided for teams for planning. There should be time during the regular school day when teams of teachers can be freed from teaching duties to plan together. Daily planning is essential to a nongraded process.

On evaluation: In moving toward nongrading much attention is going to have to be given to testing and evaluation. The present procedure of administering a standardized mental abilities test, and achievement tests, is not adequate for the accurate assessment of the capabilities and accomplishments of children. These tests measure only a small part of the growth process of children. This is especially significant in considering evaluation of progress of children who are significantly economically, culturally, and educationally disadvantaged. Instruments to measure attitudes and self-concept are just as important to the learning process as instruments to measure intelligence and achievement. Teachers will be more sure of what they are measuring, why they are measuring, what they are doing with the information and how children can be positively helped by evaluation. In many cases instruments for measuring significant growth factors and for measuring curriculum practices and procedures will not be available. In those instances teachers will develop, with the assistance of qualified consultants in the field, quality instruments for themselves.

As the school moves toward nongrading, care should be taken to establish a research design in order to carefully measure significant factors of the new organizational pattern. There is generally a serious lack of valid research in the public school setting.

On the library, a laboratory for learning: With the exception of human resources, children, teachers and others, the library is perhaps the greatest asset to the nongraded school program. It is recommended that the staff plan a nonscheduled library program in which provisions are made in team planning with the librarian as a member of the team for appointments for groups of children at times significant to the needs and experiences of the children. This will vary significantly from week to week. It is recommended that the library be continuously available to individuals and small groups of children throughout the school day. It is recommended that the library program become a laboratory for learning in which a wide variety of instructional materials, including films, film-strips, tapes, records and other media be available to the individual child and to small groups of children.

In moving toward nongrading we are going to have to move away from teaching as telling, in which the predominate technique is the lecture method, to teaching as guiding, in which the teacher guides the children through learning processes using a wide variety of techniques, procedures and activities.

On reporting to parents: In moving toward nongrading it is of utmost importance to keep parents informed of the purposes of the program and of the progress of the children. However, the reporting process used by most graded systems in which the child has been assigned a grade based on a nebulous assessment of his achievement comparative with grade standards and other children is not compatible with a nongraded organizational pattern. To attempt to use such a reporting procedure in a nongraded organization can lead to cross purposes, disillusionment and deceit. It behooves the staff of the school to make the purposes of the experimental program clearly known to parents, and to solicit and enlist their cooperation and assistance in devising a reporting plan that is meaningful to them and to their children. Reporting procedures that put undue embarrassment on children and create pressures that lead to frustration should be avoided. It is recommended that the staff consider the use of parent-teacher conferences, teacher-child conferences, and parent-teacher-child conferences as procedures for reporting the progress of children to their parents.

On the change process: In moving toward a new organizational pattern (nongrading) it should be remembered that changing the organizational pattern of the school involves the changing of attitudes, a change of program and a change of practices. Change does not come easily, sometimes it comes about with great conflict. Much of the conflict can be avoided if lines of communication are clear and solutions to problems are sought in a professional manner. In any uncharted course the unexpected will arise, problems for which solutions must be sought and found.

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